

NINETEENTH

ANNUAL REPORT

OF THE

PENNSYLVANIA TRAINING SCHOOL

FOR

FEEBLE-MINDED CHILDREN,

MEDIA, DELAWARE CO.

PHILADELPHIA:
J. B. LIPPINCOTT & CO.
1872.



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January.—Wistar Morris, Dr. J. A. McCrea, Jos. R. Rhoads.
February.—Dr. J. A. McCrea, Jos. R. Rhoads, Chas. Wheeler.
March.—Joseph R. Rhoads, Chas. Wheeler, M. H. Dickinson.
April.—Chas. Wheeler, M. H. Dickinson, Hon. G. M. Stroud.
May.—M. H. Dickinson, Hon. G. M. Stroud, J. M. Ogden.
June.—Hon. G. M. Stroud, J. M. Ogden, J. R. Whitney.
July.—J. M. Ogden, J. R. Whitney, Hon. H. J. Brooke.
Aug.—J. R. Whitney, Hon. H. J. Brooke, M. J. Mitcheson.
Sept.—Hon. H. J. Brooke, M. J. Mitcheson, Wm. Bucknell.
Oct.—M. J. Mitcheson, Wm. Bucknell, Jos. K. Wheeler.
Nov.—Wm. Bucknell, Jos. K. Wheeler, S. A. Crozer.
Dec.—Jos. K. Wheeler, S. A. Crozer, Wistar Morris.

HOUSEHOLD COMMITTEE.

Dr. J. W. Ash,	Wm. H. Miller,	Dr. Geo. Martin,
John M. Sharpless,	Isaac Worrall,	Amos Bonsall.

COMMITTEE ON RECEPTION AND DISCHARGE.

Dr. Geo. Martin,	Wm. Bucknell,	J. R. Whitney.
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COMMITTEE OF FEMALE VISITORS.

Mrs. H. Jones Brooke,	Mrs. John P. Crozer,
Mrs. Dr. Martin,	Mrs. Samuel A. Crozer,
Mrs. Jacob Weaver,	Mrs. I. N. Kerlin.

ANNUAL REPORT.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania, and to the Contributors to the Pennsylvania Training School for Feeble-minded Children :

THE nineteenth annual report, herewith inclosed, is respectfully submitted to all friends of our good work, which, under the beneficent favor of God, continues to give comfort and brightness to many lives that would be otherwise dark and painful, and affords to parents and guardians a refuge to which they may commit with security, if not with hope, these poor stricken ones, for whom the tenderest solicitude, and anguish of spirit, are so often felt.

The Legislatures of Pennsylvania and New Jersey have continued their appropriations from year to year for the support of the indigent children in their respective Commonwealths; but there are many cases whose admission on these beneficiary funds would not be strictly in accordance with the object of the appropriations, while several of the counties are already largely over-represented on the beneficiary list of this State, preventing the admission of many deserving applicants.

These facts becoming known to our late friend and associate director, Benjamin Marshall, he was so strongly impressed with the importance of establishing a fund for the benefit of applicants not otherwise provided for, that he at once agitated the subject. His liberal intentions were, however, cut short by his sudden decease, but not before he had given a token of his design, resulting in the commencement of a fund which is monumental to the wisdom and benevolence of the good man whose untimely death we mourn.

The resolutions adopted by the Board, establishing this fund, are as follows :

Resolved, That there be opened in the books of the Treasurer a fund, under the name of "The Free Fund," devoted exclusively to the entire or partial maintenance in the Institution of such feeble-minded persons as may be selected by the Superintendent and Committee on Admissions, and whose support is not otherwise provided for.

Resolved, That all contributions, donations, and legacies having such purpose for their object shall be placed to the credit of said fund, invested in satisfactory securities, and the incomes derived therefrom appropriated in conformity with the foregoing resolutions.

The Board has given serious attention, during the past year, to the growing necessity for more ample accommodations, and have decided that as the asylum is the natural outgrowth of the school, and as there are several in the present family who are either adults or approaching adult life, the time has come to make such provision, not only for the persons named, but also for many candidates awaiting such a home.

The plan proposed is a separate building and inclosure, for the residence of fifty persons, who shall be under the protection and supervision of the present corps of officers, and provided with everything essential to their comfort and occupation. It is believed that in one year after erection such asylum could be made self-supporting.

To the Free Fund, and to the Asylum Building Fund, we would respectfully call the attention of those benevolent citizens who, blessed with the means, are disposed to distribute to the necessities of these, the most helpless of our humanity.

The financial condition of the Institution is encouraging. During the year, expensive but necessary repairs and improvements have been made, without curtailing in any sense a liberal thought for the real work of nursing and training.

It is requisite that the heating apparatus shall be remodeled during the coming year, that the water-supply be made more abundant, and that a change be effected in the gas-supply.

These will be extraordinary expenses; but it is believed our current income, unless diminished by unforeseen causes, will meet them, and there will be no necessity for asking the legislature, or our friends, for assistance in these matters.

We would commend anew our cherished Institution to an overruling Providence.

Signed in behalf of the Board,

A. L. ELWYN, *President*.

SUPERINTENDENT'S REPORT.

To the Board of Directors of the Pennsylvania Training School for Feeble-minded Children :

GENTLEMEN,—In common with the experience of all similar institutions, toil and investigation have modified the practice and broadened the principles of this benign work. The varieties and diversities, the condition and necessities, of this afflicted class are now generally known, as they were not at the commencement, and are learned only to urge us to more zealous and more comprehensive effort for their improvement, and comfort, in all their grades of lowliness. That a large number of the feeble-minded—more than one-half—are susceptible of education into the common branches of reading and writing, and into habits of propriety and utility; that a large proportion of those who are classed as idio-imbecile may rise to a better rank, and, if taken early in life, may develop into an average half-manhood; that even the darkness of the poor idiot may be relieved, his inert body quickened, and his repulsiveness lessened,—are all facts, now so firmly established that they cease to be disputed: the only conclusion is, to carry into practical operation such measures as shall best fulfill these beneficent purposes to the whole class of needy ones. All are capable of the advancement made by those already trained, and in the language of our lamented President, Mr. Waln, "THE PRIVILEGES OF ONE SHOULD BE GRANTED TO ALL."

It is computed that of the supposed 3500 idiotic and feeble-minded persons in this Commonwealth, 2223 are resident in families, unable to pay for their support away from home, and yet unwilling to relieve themselves by casting them into almshouses. At least one-fifth of these are of an educable class, who, under proper training, might grow into self-care and usefulness which, even under the kind influences of home, would

never be attained ; but who, when allowed the freedom of street and town, too often descend into shameless and semi-criminal practices, recoiling on those who taunt and jeer by their sickly examples of vulgarity, anger, and profanity.

For their own purity, and the purity of a neighborhood, these children should be promptly placed, by the State or county where resident, in proper asylums, so that the best influence of training could be exercised and they be eventually returned as safe—perhaps helpful—members of community.

But a very large number are below the status contemplated in the original legal provision made for educable feeble-minded children ; and yet the most earnest petitions come from the families so burdened. Former reports have fully held up the piteous claims of this large class. Its sad representative is found in the house of the mechanic, who is sacrificing everything to his noble purpose not to cast this innocent one on the cold charity of the almshouse, and is held more closely to the mother's bosom than are any of her strong and rosy children, forbidding bread to herself rather than trust this child to any uncertain care. Often this dependence is painfully increased, and the picture made more touching, when a widow, struggling with honest poverty, comes to our doors bearing alone this burden of a blighted life.

It is for these that general benevolence is invoked. However right it may be for the State or county to assume the education, training, or asylum of such stricken children of our middle classes, the general tax-payer has not yet been inspired with any such interest and belief ; and until heart and wealth are more generally diffused, Dr. Chalmers's principle of political economy, that would make all of our insane and infirm the wards of the State, will not be adopted.

It is with sincere gratification that the friend of the imbecile notes any growth of sympathy in behalf of these his innocent clients. Your decision to found an asylum or home for such of our wards as are growing into adult life, together with the organization of a fund, the interest of which shall be applied to the support of such as are not otherwise provided for, are important steps taken this year, which will fill many hearts with hope and rejoicing.

Information as to the character of the Institution, its methods of training, and the grade or nature of the children admitted, is so frequently asked, that it becomes necessary at least once in every few years, to reproduce, with some detail, the history of the in-door working of this family, as a proper response to the numerous inquiries of those more or less ignorant of our life. Such details you, as directors, are already acquainted with, through your frequent visits to our schools and halls; and therefore I must ask your indulgence in behalf of the many parents and other interested persons to whom this report may become a guide to the home-training of their hapless children, or influential towards placing them in the care of this or some similar Institution.

BUILDINGS AND GROUNDS.

The buildings, erected specially for the work to which they are applied, are of liberal dimensions, located near the summit of a beautiful wooded elevation, in one of the most healthful and attractive sections of our State. The Hippocratic maxims respecting air, water, and general exposure, so important to observe in locating such a family, have been happily considered. A cheerful painting has been known to exercise a silent, constant influence for good on the disturbed mind of an insane patient, inducing the happiest results of change and cure; and it is not imaginary that the beautiful landscape, spreading forever before our windows, at last steals through even the duller senses of imbecility; more than one poor boy having awakened to the recognition of the tints and glories of sunrise, or the placid beauty of hill and valley which surround this home.

The immediate hill on which the main buildings are erected is terraced and graded with dry walks and planted with shrubbery. A grove of five acres, on the west and north, is laid out for paths and drives, where, in summer, the children have coolness, freedom, and exercise. A farm, of nearly one hundred acres, extends into a valley below, furnishing work for such boys as can be taught farm-labor, and broad bounds for fifty or sixty lads whose "passes" allow them this wide range.

And it may here be said that it is the experience of this

Institution that the higher grade of children received by us require much liberty, under *slight* supervision. This is sometimes attended with disadvantages and risks, as when a boy violates his pass and absconds, or roams about the country in near vicinity, troubling the neighbors, and filling us with apprehension; but so early as can be, and to as great extent as is safe, after securing the confidence and love of a feeble-minded child, he should have the privilege of "broad acres," and be allowed to discover, if he will, and what he often does,—

"Tongues in trees, books in running brooks,
Sermons in stones, and good in everything."

We have carefully estimated the anxieties and disorder arising from this freedom, and have compared them with the recognized happiness, independence, and self-development of our "pass-boys," and see that the result is in favor of this liberty. The withdrawal of it may be made the severest penalty for grave offense.

The building is divided into dormitories,—each accommodating one attendant, and from one to twenty children, according to grade,—large, airy play-rooms, commodious school-rooms, five dining-rooms, and two large drill- or exercise-halls. The Superintendent and his family, matron and teachers, live under the same roof, the officers' rooms being contiguous to the dormitories and nurseries; and the whole architectural plan of the building is such that the wings, occupied by the children, are under the easy observation of the various officials at all times.

The house is heated by steam, carried by flues from coils in the sub-cellar, so that the risks of fire and accident are remote, and a quality of heated air supplied that is more healthful than that from other forms of heating apparatus.

To appreciate rightly the prominent features of a training-school, we will suppose the reader to be a visitor, premising that only by visitation a true idea can be obtained of the interest and good that surround a work too often regarded with aversion and doubt by those who have seen nothing of it. He will enter

SCHOOL-ROOM No 1

at 10.30 A.M. Fifteen children are writing,—some on slates, others advanced to the dignity of copy-books: they are all very quiet, and apparently closely interested in what they are doing, as is evident from the nervous twitching of some faces, and the clutched grip of some fingers; their attempts vary in success, from the irregular strokes of Mary, who has been trying three years to make straight marks, to the plain chirography of Emma.

Emma has been afflicted, in addition to her mental weakness, with chorea, and still suffers from it; but, with the characteristic force of some of these poor children, she has disciplined her trembling hands so completely that her pencil-drawings are remarkable for their neatness.

The writing-lesson finished, the teacher remarks, “These children can *study*. I allow them ten minutes to study their reading-lesson, and I find they will read much better for it.”

The order is given, during which no school presents a more earnest class of pupils; some are diligently reading the lesson, others are setting up the words in letter-boxes, and a few are printing them on their slates.

During this “study,” we may note that this school-room is one of three, separated from the others by a glass partition; it is light, airy, and cheerful. A case filled with children’s toys, miniature cooking-utensils, colored blocks, etc., are the implements for object training. Blackboards occupy every available place, and are already covered with the early morning’s work, some of it very rudimental, and looking not unlike the cuneiform text of ancient walls, and as unintelligible to the general reader. Pictures, such as seize the attention of childhood, are plentifully displayed on the wall. In the midst of the great blackboard is neatly printed, by the teacher, for the week’s golden motto:

“God is looking at us now.”

A small basket hangs from the gas-fixtute, which one of the little ones whisperingly tells me “has cakes and apples for the color-party.” The reading-classes are now called in turn,—the school of twenty being divided into four sub-classes, the best

performance in which is the mastery of simple descriptive stories,—the book used, that which leads the child by the word method, the only one found practicable with the majority of our children.

The question arises in the reading-lesson, What is the difference between a horse's foot and a cow's foot? The only one that can be named is, The horse wears an iron shoe, and the cow does not. The class is left to make its observation in a walk to the farm-house, and report at next meeting. After the reading, a counting exercise, following figures made on the black-board; and then a short phonetic lesson, consisting of vowel and consonant sounding.

The children are very fond of word-printing, and, without direction from their teacher, fall at once to this work in all little intervals of school-time. The teacher, to quicken this exercise, remarks, "I want four lines of the lesson printed to-day." And this request, kindly and expectantly made, is being complied with by every one.

Indirectness, or entire absence of attention, is one of the difficulties to be contended with in teaching these children. An adroit and very successful method of developing the prompt recognition of words is adopted by the teacher, in arming the whole class with pointers, and, at the call of a word, appealing to the spirit of emulation by, "The best one who first taps the word,"—printed on one of the many hanging cards. Such words as *wood*, *box*, *glass*, after being discovered, are objects in the room for quick recognition and similar touching, thus transferring to the object the idea of a printed name. Five minutes so spent are often thrown into the ordinary current of a morning's training.

We pass into another room, occupied by a

KINDERGARTEN CLASS.

The children are younger, and apparently a more hopeful group. For want of a better name, Kindergarten has been applied to this and one other lower-grade school; the block-building and other manual exercises of that primary method having been early adopted in the training of weak-minded children. Here is a first reading-class,—Tommy, Mamie,

Pattie, and Georgie coming up to a straight line with their Readers, proudly exhibiting their first attainments by the word method, and, with some unfortunate blunders of pronunciation, intelligently reading :

“ John has a large dog.”

“ Is the cow in the barn?”

“ The pig is in his pen.”

A result not expected a year ago, and perhaps attained only by having made each word the representative, to their feeble minds, of the idea, by a visit to the pig-pen, a stroll to the barn-yard, and the permission of a dog in the room.

During the reading, a great stout boy has been puzzling over his work, and with a gush of joy in a rough “ Oh !” lifts to the light a piece of green paper, into the split surfaces of which he has woven a single strip of orange-colored paper. He has been employed on that charming Gift No. 14 of the Occupation Material of Kindergarten, and this morning has made his first triumph over his clumsy fingers and rebellious attention.

One little girl, whose aversion to the use of her hands was as intense as if each digit were a blister, has been wooed into finger-exercise by the bright colors of paper mat-making, and we notice with pleasure that in proportion as this finger movement is developed her choreic nerves are becoming steady, and her outbursts of malevolence and anger ceasing. Occupation is all-important: block-building, nail-boards, or black-board-work, where may be seen the first essays at printing or writing, are engaging all the children, excepting the two more advanced, who are allowed the “ Smashed-up Locomotive ” or other mechanical puzzles.

The above description will sufficiently define the character of our schools, although we might enter with equal interest three other rooms, where grades higher and lower would be found with their faithful teachers.

THE CALISTHENIUM is an important drill-hall, in which may be found ladders, leaping-rings, etc. ; but the chief exercises are with light dumb-bells, wands, and rings, which, accompanied with march and music, are found best adapted to our purposes. There is scarcely a child in our great house possessed of per-

fect bodily functions; and with the existence of this inseparable condition of irregular movement and malformation, the importance of the drill-hall is too obvious to need illustration.

FURNITURE, APPARATUS, ETC.

In visiting the schools, the attention is drawn to the great number of

BLACKBOARDS.—There should be at least ten spaces of three feet by three for every twenty children, to be employed for printing, reading-lessons, first attempts at form, counting, scoring, etc.

PICTURES.—While these are numerous, there is yet a great insufficiency; no wall should be without them. Several kind friends have generously contributed during the past year; but the ideas communicated by engravings and paintings are so inexhaustible, that we regret the many vacant places of our house which could be thus adorned, to the profit and delight of our inmates.

NAIL-BOARDS made of white pine, nine inches by twelve, painted and bored in the lines of familiar forms, as of a star, square, circle, etc. The riveting nails of the tinsmith are used to fill the holes, and give employment to the lower grades for many consecutive hours, the task gradually becoming a pleasure and a step to something higher. One poor, nervous boy, who in his wild agitation at times does not know how to use his hands, often begging for the camisole to confine them, has had one of these boards placed in his room, and now, when one of his spells is coming on, he rushes for the nail-board, which has so often been his resort that the nails are thoroughly polished like steel. We notice the increasing steadiness and opening attention of the lad, believing that the simple nail-board is helping to accomplish this happy result.

BEADS are used for the same manual training, adding color and number, as one of the first intellectual exercises.

FORM-BOARDS are valuable helps to the teacher in the early exercise of the idea of form. A board is cut out on the upper surface into various figures, in which are fitted blocks of the same shape. Twenty or more blocks must be placed into an

equal number of corresponding spaces ; what would be a day's puzzle to the intelligent child, becomes the laborious effort of weeks with many of these ; no other exercise is so positively a gauge of the powers of observation and attention of the child just admitted, as these form-boards.

LETTER-BOXES are an easy step to the art of reading. The fingers are almost believed to contain fragmental brains, and it would seem sometimes that the office of our teachers is simply the cultivation of that wondrous sense of tact, through which the real centres become vitalized and developed. The letter-box has its subdivision of minor boxes, in which the alphabet is distributed, with a strong lid containing grooved rails to receive the letters. The first exercise is that of imitation, by which the child matches the letters of the simplest and most familiar words. He soon can memorize the order of letters in this setting up of a word, and it is not long before many, who had stumbled with the alphabet at home, are reading simple sentences without "knowing their alphabet,"—an arbitrary nomenclature of meaningless forms, which the child will ultimately gather from some more advanced school-fellow, or by his own developing curiosity.

KINDERGARTEN FURNITURE.—During the past year our mode of instruction has been greatly facilitated by Professor Weibe's publication into English of the German Kindergarten, and by the enterprise of Milton Bradley, of Springfield, Mass., who has commenced the manufacture of all the attractive gifts of this system, heretofore obtained only at great expense by importation. The unsolicited notice of this business house is introduced in this place that parents attempting the home-training of their feeble-minded children may readily avail themselves of these great helps.

OBJECTS.—Oral instruction is the fundamental method of rightly training either primary or backward children, and the little world in which the child roams is its best text-book.

The house is full of novelties ; the clothes he wears, the food he eats, the sounds and sights of the garden, farm, and woods, are all an inexhaustible supply at the teacher's hand, through which to inform and illustrate.

EVENINGS.

The "washing of hands with invisible soap," in the wards of an insane asylum, is not more distressing than dead idleness in our own. Where there does not exist a nervous propensity to constant movement, there is always the other extreme of torpid listlessness; and for either of these opposite conditions, regularized, agreeable employment, proportioned to the physical ability, industrious amusement, or, if possible, voluntary games, should be introduced, from rising until retiring, when sleep will come to these children as it should, "like a cloak to cover them all over."

The evening is as essentially a period for training as the more active day: hence our school system is continued until the bed hour, at half-past eight or nine o'clock, for more than one-half of the family,—the smaller or feebler ones retiring much earlier. While the strong feature of occupation should be maintained in these evening exercises, it should be toned with a quiet sentiment of pleasure. Nothing should be irksome, all restraint should cease, and the school or calisthenium floor should be sought with the merry voices and quick steps of children who are glad to meet trainer and teacher on the easy level of a "good time." Entering

SCHOOL-ROOM No. 3,

we find twenty boys and girls approaching adult life, most of whom have grown beyond school years, and are engaged during the day in domestic or farm service. They are pleasantly entertained this evening reading from Guyot's Introductory Geography, the text of which furnishes the basis for conversation between teacher and class; this is followed by exercises in mental arithmetic and penmanship. The hour and a half thus spent is valuable for the information received, but cannot be overestimated for the refining influence upon a class of youth who might otherwise drop into rudeness, idleness, and stupidity. Sixteen are able to write words of general use, by dictation, with few errors. Seventeen write letters to their friends, fifteen of whom were not able to read or write when admitted to the Institution.

A synopsis of the daily news is frequently introduced as a part of an evening's appointment.

In "Keystone Hall," at the same hour, may be found seventy girls and boys, who, with games, calisthenic drills, and singing, are as happily and beneficially employed as it is possible to have them.

Saturday evening closes the week with a "party entertainment," or an exhibition with stereopticon. This valuable instrument has been presented by friends of the Institution. Pictures of real merit are constantly added to our collection, and a vast deal of innocent amusement and lively instruction afforded by this popular means.

The "I'll Try Society"—a monitorial union of such children as appreciate right and wrong—holds its meetings occasionally, and has been productive of much good in strengthening the purpose of those who are trying to do well.

The religious sentiment is easily cultivated, and many are regular, interested attendants upon evening family worship.

During the year, over three hundred letters have been written by children and sent to their homes and friends. The following, of average merit, have been selected during the past month.

Written by a boy of seventeen years, who has been under care four years. Penmanship good, composition unaided:

Media Dec 13

now mother I remember you tell me you would like me to write letters to you and now I write to you to let you know how I am I was a little sick last week but now I have got to be a little better and I received that letter that you sent to me and I would like to see you I improving a great deal in work in about another year I think I will be able to make a shoe and my teacher thinks I am one of the most quiet boys she has in school and she told me to tell you she wish they were all quiet as I am and there is a dollar and forty cents from your son William John C.

Written by a girl of fifteen years, admitted eighteen months since, and reputed incapable of receiving education by common means. She reads well, writes a plain hand, and composed the following letter, first on her slate, from which it was transferred to paper:

Media Dec. 6, 1871

My dear Miss Ensign

I hope you are well. Thanksgiving I had a very pleasant time. And I hope we will all have a nice time on Christmas. We are going to have a Bible class it will begin at nine o'clock; last Sunday the girls got papers and Doctor Kerlin ask the girls bring the papers back he wants to send it to the poor children. I go to prayers nearly every night and I go to the evening school and Miss Smith is my teacher and I like her very much. I am trying real hard to be a good girl. Thanksgiving night we had our supper in the Keystone Hall and we had cakes candies and apples. It has been very cold this week the boys go in the Keystone Hall and they play on the rings. Please to excuse me for not writing sooner those Ivies what I had to water up in the fourth Corrdor are growing very nicely. I think I have improved this year more than last year. Lizzie Patton is very sick and they are trying real hard to get her well. Do you remember how I used to fixed up your room and sweep your room I cant write any more I have to close my letter very soon

To your Friend

Mary R——.

The last is written by a poor boy of sixteen years, whose mental enfeeblement began in epilepsy, now arrested, it is hoped. Although semi-paralyzed, he writes an intelligible letter. He read only simple sentences on entrance, three years ago, and has developed rapidly since in general intelligence and usefulness:

Media, Dec. 10, '71.

Dear Sister Lizzie—Sunday-school is just dismissed and I feel in a writing humor, so I will do my best to write you an interesting letter. There has not been much snow here yet, but it has been very cold. What does Maggie call the baby. When you write to Mort ask him if he knows any one by the name of John H——, or if he ever did, for if he did he does not now, for he has not written to me since I was home. We had pictures last night of the Yosemite valley and offel large trees. There is to be a Fair in the M. E. Church in Media, two days this week. I made three brooms this morning and they did not suit me, and so I took them to pieces and made them over—if I could make over everything I do that is wrong as easy as I did the brooms I think I would get along better than I do. I hope that you are much better than you were. There has been more skating this winter than ever before since I have been here. Give my love to mother and Clara. I will close hoping to hear from you soon, your brother with love

J. H.

MANUAL EMPLOYMENT.

A large proportion of our inmates are able to do or make something useful every day. Hence they spend about two hours daily, divided according to their capacity, at light house-work in the dining-rooms, dormitories, and halls, under proper supervision. Thirty of the girls have learned, or are learning, to sew.

BROOM-SHOP.—This has been organized for the benefit of twelve or more boys who can be taught the manufacture of a broom. It is under the charge of a youth who, during the seven years of his residence with us, has developed much mechanical ability. Connected with it is the mattress-shop of the Institution, where several of our boys have learned to make husk and hair mattresses.

THE SHOE-SHOP gives employment to but two of our boys, both of whom are doing well.

THE FARM.—A variety of work on the farm, embracing, as it does, a dairy, vegetable garden, and general crops, affords congenial and healthful change for a large number of the boys, six of whom have become equal to half-hands. Those boys who have done well in this department and gone out into the world have generally been successful in earning a living.

TEACHERS, ATTENDANTS, ETC.

This imperfect sketch of our family would be unpardonably defective, and would fail of the purpose for which it is written, were there no allusion to the qualifications desired in those who are invited to become trainers and co-workers in this Institution, —qualifications which can only be referred to, however, in the terse form of axioms, *e.g.* :

1. Patience, which, like "Charity, suffereth long and is kind."
2. Hope,—that "springs eternal."—Faith.
3. Sprightliness,—beaming from an earnest face, and leaping forth in gesture.
4. The command of moral power, that is in equipoise with self-control, and never overleaps itself, or its object, by an order that cannot be obeyed: hence,

5. Insight, that comprehends a child, its weakness, temper, and caprice, and looks for and elicits the love it always bears for those who love it.

These, with the common attributes of a refined and conscientious heart, are a rich endowment for any man or woman; but not more liberal than is needed to secure thorough efficiency in, and merit appointment to, the arduous but absorbing task of training and caring for weak-minded children. Perhaps the grandest results will be obtained only when such people are found who will assume the labor "for Christ's sake."

This year of 1871, as others, has been crowned with the goodness of our heavenly Father, in the increasing prosperity of the Institution, and in the harmony of counsel and action of all connected with it. But, remembering the great work before us, and knowing our limited means and more narrow judgment, we would reverently invoke that help which gives wisdom, fills men's hearts with pity, and directs their hands to charity.

ISAAC N. KERLIN, M.D.

PENNSYLVANIA TRAINING SCHOOL F. M. C.,
December 31, 1871.

APPENDIX.

Number of inmates December 31, 1870,	185
“ “ admitted during 1871,	46
“ “ removed “ “	46
On roll December 31, 1871,	185
Of whom are males,	109
“ “ females,	76
Deceased,	8
Discharged improved,	39
Discharged not improved,	7
In remunerative employment,	5
Our 185 inmates are from States as follows: Massachusetts, 1;	
New York, 1; New Jersey, 31; Pennsylvania, 136; Delaware,	
4; Maryland, 5; Alabama, 3; Missouri, 1; Illinois, 1; Ore-	
gon, 1; West Virginia, 1.	
Number on State Fund of Pennsylvania,	81½
“ “ New Jersey,	25½
“ “ Delaware,	3
“ City Fund of Philadelphia,	11
“ Soldiers' Orphan Fund of Pennsylvania,	2½

The following legislative districts of Pennsylvania are entitled to admission of feeble-minded children susceptible of school-training, as follows: Adams, 1; Alleghany, 2; Berks, 2; Bucks, 1; Bradford and Sullivan, 1; Carbon and Monroe, 1; Centre, 1; Clearfield, Forest, and Elk, 1; Chester, 1; Greene, 1; Huntingdon, Mifflin, and Juniata, 1; Indiana and Westmoreland, 2; Lancaster, 3; Lebanon, 1; Lehigh, 1; Lycoming, Union, and Snyder, 2; Mercer, Lawrence, and Butler, 4; York, 1; Susquehanna and Wyoming, 2; Tioga and Potter, 2; Venango and Warren, 1; Washington and Beaver, 2; Wayne and Pike, 1; Northampton, 2; Perry and Franklin, 1; Schuylkill, 1.

DR. JOSEPH K. WHEELER, Treasurer, in Account with Pennsylvania Training School. CR.

1871.		1871.		
Jan. 1,	To Cash in Bank, ...	\$1,412 50	Dec. 31, By Cash paid Orders for Incidentals, ...	\$340 00
Dec. 31,	" from New Jersey State Pupils, ...	6,878 10	" " " Salaries and Wages, ...	13,462 60
"	" Delaware do.	300 00	" " " House Expenses, ...	34,278 65
"	" Pennsylvania do.	19,479 21	" " " Joshua W. Ash, M.D., ...	5,000 00
"	" Soldiers' Orphans, ...	1,012 83	" " " Delaware Co. Fund, ...	96 00
"	" Private Pupils, ...	20,363 42	" " in Bank, ...	21 80
"	" City of Philadelphia Pupils, ...	3,355 18		
"	" Income Account, ...	154 81		
"	" Donations and Life Subscriptions, ...	147 00		
"	" Delaware County Fund, ...	96 00		
		<u>\$53,199 05</u>		<u>\$53,199 05</u>
1872.				
Jan. 1,	To Balance in Bank, ...	21 80		

Errors and omissions excepted,
JOSEPH K. WHEELER, Treasurer.

PHILADELPHIA, January 1, 1872.
The Committee appointed by the Board of Directors of the Pennsylvania Training School for Feeble-minded Children to examine the accounts of Joseph K. Wheeler, Treasurer, for 1871, hereby certify that they have examined the same, and have compared the vouchers with the charges of payments, and that they find the same correct. Balance in the Central National Bank, upon January 1, 1872, twenty-one dollars and eighty cents.

A. L. ELWYN,
MAHLON H. DICKINSON, } Auditors.

ACKNOWLEDGMENTS.

We gratefully acknowledge the following voluntary contributions from old and new friends of our good work :

Gibson Peacock, Philadelphia. Evening Bulletin.

Howard Edwards, Philadelphia. Peterson's Magazine.

Rev. E. E. Hale, Boston. Old and New.

G. Hoag, Philadelphia. One dozen pictures.

Lucy Larcom. Our Young Folks.

Mrs. Caroline Pennock, Delaware Co. Pictures.

Mrs. S. P. Lloyd, Philada. Gingham aprons for children.

Miss D. L. Dix, Trenton, N. J. Books for ladies' parlor, and building-blocks for children.

James Searle, Pittston, Pa. One box oranges.

George W. Hill, Media, Pa. Two window-frames.

Colonel McFarland, Harrisburg. One copy "Temperance Indicator," for boys' club-room.

Thos. M. Seeds, Philadelphia. Six dozen felt and straw hats.

Mrs. St. John, Massachusetts. One iron settee.

Friend in Massachusetts. One iron settee.

Ladies of Media M. E. C. Fair. Two boxes of fancy articles for children's Christmas.

Miss M. C. Worcester, Massachusetts. Harper's and Scribner's Magazines for 1872.

Dr. H. W. Lyons, Institution. One copy "Aldine" for 1872.

Mrs. Fairchild, Camden. Half-dozen dressed dolls.

Y. S. Walter, Chester. Delaware County Republican.

Colonel W. C. Talley, Media. Delaware County Democrat.

J. L. Lemberger, Lebanon, Pa. Two dozen boxes blacking.

Charles R. Williamson, Media. One case shoes.

Mrs. F. B. Marsh, Scranton, Pa. The New York Evangelist, The Christian Observer, and The Christian Union.

L. A. Godey, Philadelphia. Godey's Ladies' Book.

T. J. and I. L. Haldeman, Media. One bale comfortables.

The CHRISTMAS FESTIVAL for 1871 was generously remembered by numerous friends, whose contributions of money, amounting to \$211.50, and over fifty boxes and barrels, containing cake, fruit, confectionery, and toys, diffused happiness and good cheer through all the "holidays."

OBLIGATION.

TO BE SIGNED BY A RESPONSIBLE REPRESENTATIVE OF APPLICANT, AND
A SURETY, WHO MUST BE AN APPROVED RESIDENT OF PHILADELPHIA
OR ITS VICINITY, WHEN IT IS POSSIBLE.

In consideration of _____ being admitted into
"The Pennsylvania Training School for Feeble-minded Children," we do
jointly and severally promise to pay to the Superintendent of said Institu-
tion, or to his order, quarterly in advance,
_____ dollars, _____ cents, for the maintenance of said
child, and to provide, or pay for, such clothing, and other things, as may
be deemed necessary or proper for _____ health and comfort;
to remove _____ when discharged, free of cost to the Institution;
and if taken away against the advice or consent of the Superintendent, be-
fore the expiration of the quarter, any money that may have been paid is
not to be refunded.

OBLIGATION FOR THE SUPPLY OF CLOTHING.

_____ having been admitted on the
beneficiary list of "The Pennsylvania Training School for Feeble-minded
Children," I do hereby agree to provide such clothing, etc., as may be re-
quired for the comfort and advantage of said _____,
and to pay all bills for clothing, etc. which may be furnished by the Super-
intendent, and to remove _____ when requested to do so, without cost
to the Institution.

FORM OF BEQUEST OR DEVISE.

OF PERSONAL PROPERTY.

I do give and bequeath to "THE PENNSYLVANIA TRAINING SCHOOL
FOR FEEBLE-MINDED CHILDREN," the sum of _____ dollars.

OF REAL ESTATE.

I do give and devise unto "THE PENNSYLVANIA TRAINING SCHOOL FOR
FEEBLE-MINDED CHILDREN," their successors and assigns forever, all that
certain, (describe the estate,) with the appurtenances.